

Appendix 14 Equality Impact Assessment (EIA) Tool:

Title of proposal	Review of High Needs Block (HNB) funding for Special Education Needs and Disability (SEND) pupils in Mainstream settings
Name of division/service	Social Care and Education
Name of lead officer completing this assessment	Jabeen Layne
Date EIA assessment completed	
Decision maker	Children Young People and Schools Scrutiny Commission
Date decision taken	

EIA sign off on completion:	Signature	Date
Lead officer		
Equalities officer		
Divisional director		

Please ensure the following:

- a) That the document is **understandable to a reader who has not read any other documents** and explains (on its own) how the Public Sector Equality Duty is met. This does not need to be lengthy but must be complete and based in evidence.
- b) That available support information and data is identified and where it can be found. Also be clear about highlighting gaps in existing data or evidence that you hold, and how you have sought to address these knowledge gaps.
- c) That the equality impacts are capable of aggregation with those of other EIAs to identify the cumulative impact of all service changes made by the council on different groups of people.

- d) That the equality impact assessment is started at an early stage in the decision-making process, so that it can be used to inform the engagement, consultation and the decision. It should not be a tick-box exercise. Equality impact assessment is an iterative process that should be revisited throughout the decision-making process. It can be used to assess several different options.
- e) Decision makers must be aware of their duty to pay 'due regard' to the Public Sector Equality Duty (see below) and 'due regard' must be paid before and at the time a decision is taken. Please see the Brown Principles on the equality intranet pages, for information on how to undertake a lawful decision-making process, from an equality's perspective. Please append the draft EIA and the final EIA to papers for decision makers (including leadership team meetings, lead member briefings, scrutiny meetings and executive meetings) and draw out the key points for their consideration. The Equalities Team provide equalities comments on reports.

Setting the context

Describe the proposal, the reasons it is being made, and the intended change or outcome. Will the needs of those who are currently using the service continue to be met?

The dedicated schools grant (DSG) is the main source of government funding for the provision of education by local authorities and institutions in England. Within the DSG there are 4 funding blocks: the schools block, the high needs block (HNB), the central services block and the early years block. This document relates to the high needs block only.

The HNB provides funding for children and young people with special educational needs in a range of settings, e.g., mainstream schools and colleges, special schools, and pupil referral units (PRU's). The purpose of the HNB is to ensure equality and equity of opportunity for all children and young people irrespective of their need, it provides additional funding over and above the existing Notional Special Education Needs (SEND) funding. At the moment schools get element 1 and element 2 as part of their school's block funding, this is a per pupil amount that schools receive annually. Element 3 is additional top up funding and is paid in two parts. The first is a per pupil top up dependent upon the individual pupil needs. The second payment is intended to support the schools' overall notional SEND budget. Schools are invited to apply for this funding when certain thresholds have been met.

Over the last few years, there has been an increasing number of children identified with special needs and those numbers are continuing to rise. The funding that we receive from the government within the high needs block hasn't kept pace with the level of demand and although historically we have been able to manage overspends by using money from the

general funds or the council reserves, over the long term this has not been sustainable. Mainstream top ups (Element 3) are the second largest item after special school placement costs utilising 19% of the High Needs Block. There are currently around 1,100 pupils receiving this funding and expenditure in 2020/21 is forecast at £11.8m.

The continued and on-going pressures on the dedicated schools grant (DSG) has been acknowledged by the Department for Education. Following consultation in 2019 the government changed the Schools and Early Years Finance Regulations to make it clear that the DSG is a ring-fenced specific grant separate from the general funding of local authorities, and any overspends will no longer be covered by the authority's general reserves or by making spending reductions in other services. These reserves are forecast to move into a deficit position of £2.3m at the end of 2020/21 and £6.5m at the end of 2021/22. The forecast over-spends for the HNB for 2020/21 is £7.1m and £8.1m in 2021/22.

This means that we have a finite pot of money from which we need to support all our SEND children and a review of the existing funding application and allocation process for the Element 3 /Mainstream top part of the HNB is much needed to ensure that we are allocating all the funding available to us equitably.

In March 2021 a 3-month Engagement with all mainstream schools was carried out to look at ways of changing the funding methodology to make access to HNB funding across Leicester City equitable and transparent across all mainstream schools. The outcome of the engagement highlighted that schools felt differently about whether funding was sufficient, with some schools stating they had enough funds, and other stating that they had a lack of funds. Overall, most schools were supportive of a child centred funding strategy and welcomed the opportunity to implement an audit and accountability process.

The responses from the Engagement informed the design of a 3-month formal Consultation which started in September 2021. An extensive communication plan was implemented to ensure that all stakeholders were aware of the funding proposal and the importance of their input.

Equality implications/obligations

Which aims of the Public Sector Equality Duty (PSED) are likely be relevant to the proposal? In this question, consider both the current service and the proposed changes.

Eliminate unlawful discrimination, harassment and victimisation

The Consultation focussed on funding; however, process improvement and quality assurance have also been reviewed outside of the consultation process. The Inclusion Quality Manager has established systems and processes that will provide more accountability once a top up allocation has been made. The team will also support school SEND Coordinators when making applications through direct support and training so that they are effective and of high quality. In addition, the Quality Manager will support schools to account more effectively for how the resources are spent and will develop implementation plans, which schools will co-produce with families, which describes the outcomes to be achieved and the measures of progress to be used. Through this investment in advice and training the local authority will make the assessment of need more consistent, maximise the use of the resources available and ensure a more equitable distribution of funding and support.

Advance equality of opportunity between different groups

- How does the proposal/service ensure that its intended outcomes promote equality of opportunity for people?
- Identify inequalities faced by those with specific protected characteristic(s).
- Is this a relevant consideration? What issues could arise?

Our recommended approach seeks to remove this funding disparity by introducing funding based on pupil need. We propose to remove the additional SEND element of the funding and use that money to increase the 3-band top up funding system for high needs pupils in mainstream schools. This will increase the rates we pay for the bands, the proposed new rates are shown below:

Band	Current	Proposed	Increase	% Change	School Contribution	Total	Equivalent TA hours Per day
Band 1	£2,272	£2,630	£358	16	£6,000	£8,630	3
Band 2	£5,636	£8,383	£2,747	49	£6,000	£14,383	5
Band 3	£8,900	£12,698	£3,798	43	£6,000	£18,698	6.5

Based on the high needs pupils in 20/21 this allocation method would distribute 86% of the total banded rate plus notional SEND budget subsidy that was paid out in 20/21 for city schools. When the new methodology is fully implemented, £1m

would be available for future growth.

Foster good relations between different groups

- Does the service contribute to good relations or to broader community cohesion objectives?
- How does it achieve this aim?
- Is this a relevant consideration? What issues could arise?

It will be the role of the Quality Inclusion team to:

- Work with mainstream settings and support them through the transition process
- Ensure that best practice is sought and shared across all schools in Leicester City.
- Support the efficient and effective use of top-up funding and provide clarity and accountability
- Supporting the improvement of processes to make the application and allocation of funding transparent and seamless
- Working closely with School Improvement Lead and Funding and Grants Manager to incorporate support and guidance
- Linking to Best Endeavours and Reasonable Adjustments (BERA) work to ensure that all settings are aware of
- their responsibilities within this legal/regulatory framework

Who is affected?

Outline who could be affected, and how they could be affected by the proposal/service change. Include people who currently use the service and those who could benefit from, but do not currently access the service.

Changing the funding methodology will result in significant change in the distribution of the funding received by schools. Some schools will gain and some will lose funding. On a like for like basis using the 2020/2021 high needs pupil cohort, 58 schools would gain under the new arrangement and 44 would see a reduction in funding.

Information used to inform the equality impact assessment

- What **data, research, or trend analysis** have you used?
- Describe how you have got your information and what it tells you

- Are there any gaps or limitations in the information you currently hold, and how you have sought to address this? E.g. proxy data, national trends, equality monitoring etc.

The following data sources and information give context for the impact of this review on pupils. The characteristics of teachers and teaching assistants in all 103 mainstream schools cannot be analysed, this is because the Local Authority has access only to staff characteristics of maintained schools, which would not give a representative figure for staff across all schools in the city.

Data sources providing information used in this EIA:

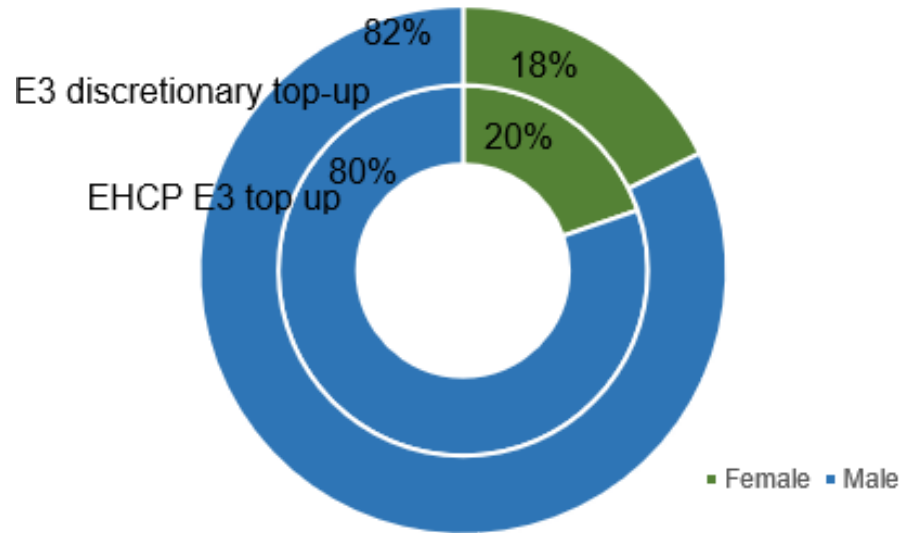
- Leicester City Council's Education Database (One.net) is used to identify protected characteristics of pupils receiving E3 funding. In addition, One.net contains the notional SEND budget subsidy, FTE funding, per pupil/preschool, banded rate funding, total funding and total funding per FTE for the schools
- Census data was used to identify no of children on roll by national curriculum years over a 5-year period, changes in the male to female ratios, changes in ethnicity make up and correlation if any to SEND needs
- Statistical neighbour's data is currently on request and will be used to understand the changes in number of pupils over the last 5 years and related SEND funding needs

In Leicester, the number of children requiring Element 3 top up (without EHCPs) over a year period varies, for example at the start of April 2020, there were just under 450 children and in March 2021, it was almost half that figure. We have analysed pupils in year groups from 0 to 11. Children who are in year group -3 to -1 receive a different type of funding (SEND Inclusion Funding) which is not within the Element 3 review.

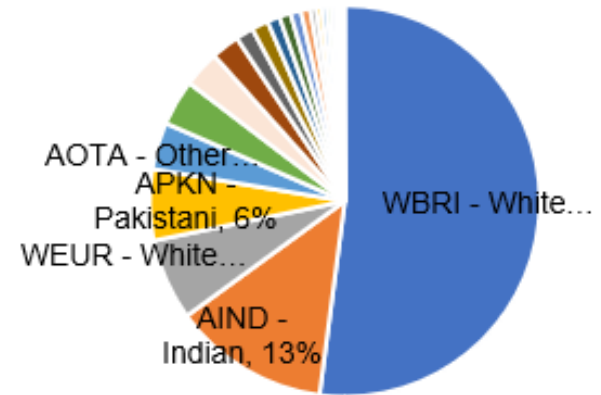
There are 2 types of Element 3 top up funding:

1. For those without an EHCP it is a discretionary top up and must be applied for every year. [E3 only]
2. For those with an EHCP it is automatic. [E3 with EHCP]

Element 3 top up funding and gender comparison



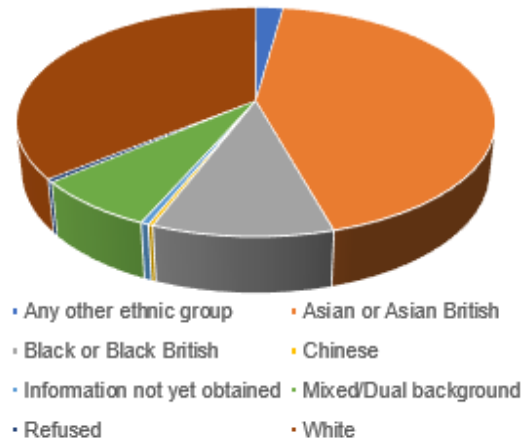
Element 3 top up - funding and ethnicity comparison



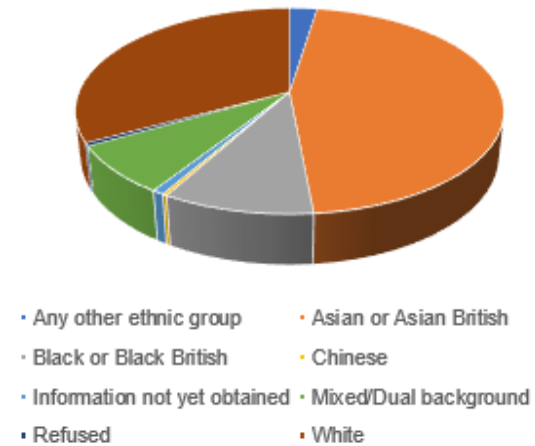
Element 3 funded Pupils in Year Groups from 0 to 11 show there are:

- 1,298 pupils with Element 3 funding (E3 only and E3 with EHCP) during the year 2020/21 in scope of this Element 3 review
 - o 1,162 with known genders. More than 80% of pupils are Male
 - o Four ethnicities account for 78% of pupils: 52% White British; 13% Asian Indian; 7% White European and 6% Asian Pakistani.

School Census data by Ethnicity and NCY
2016/2017

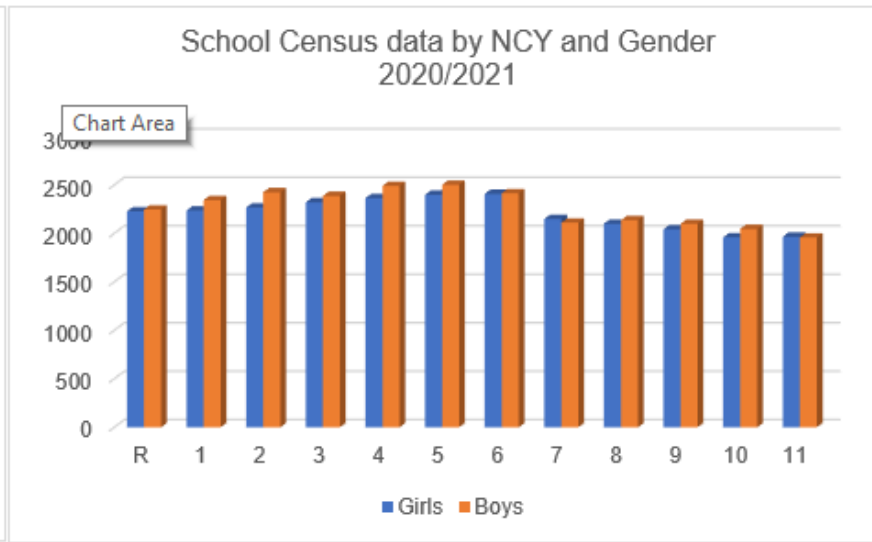
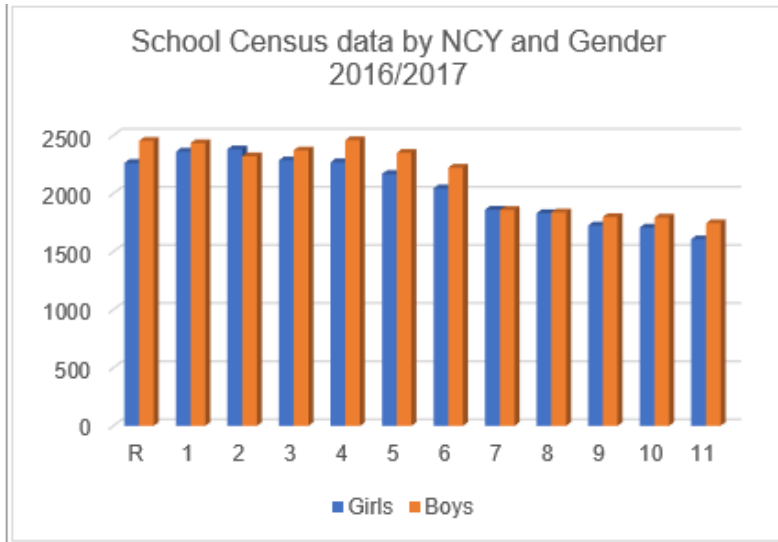


School Census data by Ethnicity and NCY
2020/2021



In 2016 within the National Curriculum Years 1-11 of primary and secondary schools, of the 50,144 pupils recorded the ethnic group "Asian/Asian British" made up 43% of the total school population and the ethnic group "White" made up 36%

In 2020 the Asian/Asian British ethnic group increased by 3% to 46% of the school population and the "white" ethnic group decreased by 3% to 33%.



In 2016 within the National Curriculum Years 1-11 of primary and secondary schools, of the 50,144 girls made up 48.9% of the total school population. In 2020 that number had risen to 49.3%. In 2016 the boys made up 51.1% of the total school population and in 2020 that number had decreased to 50.7%.

Consultation

What **consultation** have you undertaken about the proposal with people who use the service or people affected, people who may potentially use the service and other stakeholders? What did they say about:

- What is important to them regarding the current service?
- How does (or could) the service meet their needs? How will they be affected by the proposal? What potential impacts did they identify because of their protected characteristic(s)?
- Did they identify any potential barriers they may face in accessing services/other opportunities that meet their needs?

The consultation proposed to remove the additional SEND top-up funding and increase individual pupil top up rates so that payments would be based on the actual number of high needs pupils in the school and their associated costs, rather than basing additional payments on general levels of SEND within a school. The funding released from not using the existing additional payments will be used to increase the existing banded rates and so directly contribute to the actual costs incurred by schools. This approach has a number of benefits as it:

- It addresses the inequities and unsustainability of the current system
- It allows us to increase pupil-based funding Links funding more directly to individual pupils and their needs
- It delivers more funding to those schools with high needs pupils.
- It increases accountability on schools to demonstrate the impact of funding on pupil outcomes.

The outcome of the consultation (Appendix 1) can be summarised as follows: There were 132 responses of which:

- 56 responses were on behalf of a school
- 57 responses were on behalf of parents
- 9 responses were on behalf of a school governor
- 5 responses were from a member of the public
- 4 responses were from support services/LCC
- 1 response was not answered

Of the 56 schools that responded: 31 were from schools that would receive a reduction in funds and 25 were from schools that

would receive an increase in funds Schools that gain felt that the new model was fairer, simpler, and transparent, schools that have a reduction in funds felt that the model was simpler and transparent but did not feel it was fair. Parents were concerned about the impact the changes would have on the support their children currently received and were worried that their child may have to go to a special school. Overall, it was felt that whilst the rationale behind the changes made sense, additional transition time and interim financial relief should be given to those schools that face reductions in funding to help them manage the change and plan resources effectively. The LA appreciate that these changes will present a challenge to some schools and to mitigate the effect we are proposing a number of measures:

Implementation will take place on September 1, 2022, with a transition package for the first 12 months. During the transition period the LA are proposing to pay 50% of the total reduction in funding, as calculated at December 2021, to all schools with reductions. This figure has been based on the annual loss of funding projected for the financial year 2021/22. This will be funded to schools in 2 fixed payments: 7/12's in September 2022 and 5/12's in April 2023. This amendment will cost the LA a further £1.63m, nevertheless, it will enable those schools that are gaining from the proposal to realise their gain as of September 2022, whilst giving those schools that are facing a reduction an additional 12 months to plan, manage and adjust to the changes. Full implementation will take place in September 2023.

In addition to this, the local authority has appointed a new SEND Inclusion Quality Team who will work in close partnerships with schools to support changes as a result of this review. Those schools that experience the most significant funding changes would be the first to engage with new quality assurance team to look at how existing funding is being deployed and how this can be managed down.

We are now seeking Executive approval in April 2022 to begin the implementation of the new funding model in September 2022.

The following stakeholders will be briefed of the Executive Decision by April 2022 :

Members of the Children and Young People and Education Commission

City Mayor/Executive Ward Councillors

LCC/SCE Staff

Unions

Schools Forum

LPP/EIP

All Schools/ School Governors

PCF / BMF

SENDIASS

SEND Improvement Board parents/carers
Children and Young People with SEND
Parents/carers of Special School Pupils
Health – CCG
SENDIB
SEND Services
SENCo Network

Potential Equality Impact

Based on your understanding of the service area, any specific evidence you may have on people who use the service and those who could potentially use the service and the findings of any consultation you have undertaken, use the table below to explain which individuals or community groups are likely to be affected by the proposal because of their protected characteristic(s). Describe what the impact is likely to be, how significant that impact is for individual or group well-being, and what mitigating actions can be taken to reduce or remove negative impacts. This could include indirect impacts, as well as direct impacts.

Looking at potential impacts from a different perspective, this section also asks you to consider whether any other groups, especially vulnerable groups, are likely to be affected by the proposal. List the relevant groups that may be affected, along with the likely impact, potential risks and mitigating actions that would reduce or remove any negative impacts. These groups do not have to be defined by their protected characteristic(s).

Protected characteristics

Impact of proposal:

Describe the likely impact of the proposal on people because of their protected characteristic and how they may be affected. Why is this protected characteristic relevant to the proposal? How does the protected characteristic determine/shape the potential impact of the proposal? This may also include **positive impacts** which support the aims of the Public Sector Equality Duty to advance equality of opportunity and foster good relations.

The impact on people with a protected characteristic (e.g. Special Education Need / Gender / Ethnicity) is not known at this stage. We are awaiting a decision on how to implement changes to the schools funding arrangements. However, the current funding unevenly distributes funding to Schools on a per pupil basis based on a Proxy Indicator (PI) of SEND meaning that some schools receive £15k more per pupil than others and it is likely that the new funding proposal will remove this PI and allocate funding solely on a per pupil basis. The consultation is a redistribution of existing funds and not a reduction.

Risk of disproportionate negative impact:

How likely is it that people with this protected characteristic will be disproportionately negatively affected? How great will that impact be on their well-being? What will determine who will be negatively affected?

Allocations made from this fund are based on Special Educational Need / Disability and will continue to be, so some schools may receive less funding than they do currently whilst other schools will receive more, but, as described above, funding is likely to be calculated on an increased banded rate per pupil.

Mitigating actions:

For disproportionate negative impacts on protected characteristic/s, what mitigating actions can be taken to reduce or remove the impact? You may also wish to include actions which support the positive aims of the Public Sector Equality Duty to advance equality of opportunity and to foster good relations. All actions identified here should also be included in the action plan at the end of this EIA.

Implementation will take place on September 1, 2022, with a transition package for the first 12 months. During the transition period the LA are proposing to pay 50% of the total reduction in funding, as calculated at December 2021, to all schools with reductions. This figure has been based on the annual loss of funding projected for the financial year 2021/22. This will be funded to schools in 2 fixed payments: 7/12's in September 2022 and 5/12's in April 2023. This amendment will cost the LA a further £1.63m, nevertheless, it will enable those schools that are gaining from the proposal to realise their gain as of September 2022, whilst giving those schools that are facing a reduction an additional 12 months to plan, manage and adjust to the changes. Full implementation will take place in September 2023.

In addition to this, the local authority has appointed a new SEND Inclusion Quality Team who will work in close partnerships with schools to support changes as a result of this review. Those schools that experience the most significant funding changes would be the first to engage with new quality assurance team to look at how existing funding is being deployed and how this can be managed down.

Age

Indicate which age group/s is/ are most affected, either specify general age group - children, young people working age people or older people or specific age bands

What is the impact of the proposal on age?

Changes as a result of the Autumn consultation will affect a cohort of primary/junior schools across Leicester City with children within the national curriculum years 0-11

What is the risk of disproportionate negative impact on age?

The implementation of any changes that arise as part of the engagement / consultation processes may result in changes to the existing funding received for children with SEND predominantly in primary schools

What are the mitigating actions?

The process review that is being undertaken as part of the engagement and consultation will look to improve existing application and allocation of funding and create a transition process for those schools most affected by the change

Disability

If specific impairments are affected by the proposal, specify which these are. Our standard categories are on our equality monitoring form – physical impairment, sensory impairment, mental health condition, learning disability, long standing illness or health condition.

What is the impact of the proposal on disability?

The recommended proposal has determined that funding will be allocated on a per pupil basis. The banding rates will be increased to support this, therefore more money will be available per pupil with SEND.

What is the risk of disproportionate negative impact on disability?

All children with SEND in a mainstream setting will be impacted by changes proposed through the consultation process. Any change in funding may impact the level of funding received either positively or negatively

What are the mitigating actions?

The Quality Inclusion team's role will be to manage the change and limit the negative impact to children and young people through improvement processes, the implementation of best practice, additional guidance, support and training, and more use of the BERA framework

Gender reassignment

Indicate whether the proposal has potential impact on trans men or trans women, and if so, which group is affected.

What is the impact of the proposal on gender reassignment?

There will be no direct impact because funding is not allocated on this criterium. It is based on pupil SEND needs not gender

What is the risk of disproportionate negative impact on gender reassignment?

There should be no risk of disproportionate negative impact

What are the mitigating actions?

Not applicable

Marriage and civil partnership

What is the impact of the proposal on marriage and civil partnership?

No Impact – This has no impact on the cohort that are aged 0-12

What is the risk of disproportionate negative impact on marriage and civil partnership?

There should be no risk of disproportionate negative impact

What are the mitigating actions?

Not applicable

Pregnancy and maternity

What is the impact of the proposal on pregnancy and maternity?

No Impact – This has no impact on the cohort that are aged 0-12

What is the risk of disproportionate negative impact on pregnancy and maternity?

There should be no risk of disproportionate negative impact

What are the mitigating actions?

Not applicable

Race

Given the city's racial diversity it is useful that we collect information on which racial groups are affected by the proposal. Our equalities monitoring form follows ONS general census categories and uses broad categories in the first instance with the opportunity to identify more specific racial groups such as Gypsies/Travellers. Use the most relevant classification for the proposal.

What is the impact of the proposal on race?

Analysis has shown that over 50% EHCP or Element 3 funding is for white British pupils. This is not likely to change as a result of the consultation

What is the risk of disproportionate negative impact on race?

There should be no risk of disproportionate negative impact

What are the mitigating actions?

Not applicable

Religion or belief

If specific religious or faith groups are affected by the proposal, our equalities monitoring form sets out categories reflective of the city's population. Given the diversity of the city there is always scope to include any group that is not listed.

What is the impact of the proposal on religion or belief?

No Impact – funding is based on pupil SEND needs not religion or belief

What is the risk of disproportionate negative impact on religion or belief?

There should be no risk of disproportionate negative impact

What are the mitigating actions?

Not applicable

Sex

Indicate whether this has potential impact on either males or females

What is the impact of the proposal on sex?

Analysis has shown us that over 50% of school population in this cohort are boys. 80% of the male population have an EHCP or element 3 funding. This is not likely to change as result of the consultation.

What is the risk of disproportionate negative impact on sex?

There should be no risk of disproportionate negative impact

What are the mitigating actions?

Not applicable

Sexual orientation

What is the impact of the proposal on sexual orientation?

There will be no impact on funding decision making based on sexual orientation

What is the risk of disproportionate negative impact on sexual orientation?

There should be no risk of disproportionate negative impact

What are the mitigating actions?

Not applicable

Summary of protected characteristics

a. Summarise why the protected characteristics you have commented on, are relevant to the proposal?

The protected characteristics are relevant because any proposed changes in Element 3 funding may affect the level provision available for Children and Young People with Disabilities across a wide spectrum of need.

b. Summarise why the protected characteristics you have not commented on, are not relevant to the proposal?

We have not commented on gender reassignment, marriage and civil partnership, pregnancy and maternity, sexual orientation and religion and belief as we believe there are no direct links between the provision of element 3 funding and these protected characteristics.

Other groups

Impact of proposal:

Describe the likely impact of the proposal on children in poverty or any other people who we may consider to be vulnerable, for example people who misuse substances, ex armed forces, people living in poverty, care experienced young people, carers. List any vulnerable groups likely to be affected. Will their needs continue to be met? What issues will affect their take up of services/other opportunities that meet their needs/address inequalities they face?

Risk of disproportionate negative impact:

How likely is it that this group of people will be negatively affected? How great will that impact be on their well-being? What will determine who will be negatively affected?

Mitigating actions:

For negative impacts, what mitigating actions can be taken to reduce or remove this impact for this vulnerable group of people? These should be included in the action plan at the end of this EIA. You may also wish to use this section to identify opportunities for positive impacts.

Children in poverty

What is the impact of the proposal on children in poverty?

There will be no negative impacts to children who live in poverty. The proposal to remove the SEND notional budget and increase the rates given within each band, will benefit all children with SEND.

What is the risk of negative impact on children in poverty?

See above

What are the mitigating actions?

See above

Other vulnerable groups

What is the impact of the proposal on other vulnerable groups?

There are currently no indications that there are other unidentified vulnerable groups that will be impacted by this engagement

What is the risk of negative impact on other vulnerable groups?

There should be no risk of disproportionate negative impact

What are the mitigating actions?

Not applicable

Other (describe)

What is the impact of the proposal on any other groups?

There are currently no indications that there are other unidentified groups that will be impacted by this Engagement

What is the risk of negative impact on any other groups?

There should be no risk of disproportionate negative impact

What are the mitigating actions?

Not applicable

Other sources of potential negative impacts

Are there any other potential negative impacts external to the service that could further disadvantage service users over the next three years that should be considered? For example, these could include:

- other proposed changes to council services that would affect the same group of service users.
- Government policies or proposed changes to current provision by public agencies (such as new benefit arrangements) that would negatively affect residents.
- external economic impacts such as an economic downturn.

E.g. other service implications –

We expect the trend of increasing numbers of children with Special Educational Needs and Disabilities to continue therefore, without any changes in Government funding, the pressures on this limited budget will increase.

Human rights implications

Are there any human rights implications which need to be considered and addressed (please see the list at the end of the template), if so, please outline the implications and how they will be addressed below:

Every student has a right to education hence Article 2 needs to be considered and is being met

Monitoring impact

You will need to ensure that monitoring systems are established to check for impact on the protected characteristics and human rights after the decision has been implemented. Describe the systems which are set up to:

- monitor impact (positive and negative, intended and unintended) for different groups
- monitor barriers for different groups
- enable open feedback and suggestions from different communities
- ensure that the EIA action plan (below) is delivered.

If you want to undertake equality monitoring, please refer to our [equality monitoring guidance and templates](#).

The monitoring impact of the EIA is currently unknown as we are awaiting the Executive decision. This will be further developed when the decision is made in April 2022

EIA action plan

Please list all the equality objectives, actions and targets that result from this assessment (continue separate sheets as necessary).

These now need to be included in the relevant service plan for mainstreaming and performance management purposes.

The equality objectives, actions and targets for the Element 3 impact assessment are currently unknown. As we complete the engagement process and progress through the Consultation phase, we will review all outcomes and add them as they are highlighted

Equality Outcome	Action	Officer Responsible	Completion date
Implement the agreed transition period with schools	Schools have requested a longer transition period/ interim financial relief. Next stage is to go back to school with options for a longer transition period and await the Executive decision made		

Equality Outcome	Action	Officer Responsible	Completion date

Equality Outcome	Action	Officer Responsible	Completion date

Human rights articles:

Part 1: The convention rights and freedoms

Article 2: Right to Life

Article 3: Right not to be tortured or treated in an inhuman or degrading way

Article 4: Right not to be subjected to slavery/forced labour

Article 5: Right to liberty and security

Article 6: Right to a fair trial

Article 7: No punishment without law

Article 8: Right to respect for private and family life

Article 9: Right to freedom of thought, conscience and religion

Article 10: Right to freedom of expression

Article 11: Right to freedom of assembly and association

Article 12: Right to marry

Article 14: Right not to be discriminated against

Part 2: First protocol

Article 1: Protection of property/peaceful enjoyment

Article 2: Right to education

Article 3: Right to free elections